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ABSTRACT

A 10 percent random sample of the 1972 senior class was requested to respond to an 11 page, 90-item questionnaire concerning their educational experiences at the six state Regents' institutions. Replies were received from 62.5 percent of Fort Hays Kansas State College (FHKSC) seniors and 58.0 percent from five other institutions. The data were used to compare FHKSC to the other Regents' institutions, and to develop inferences concerning the strengths, weaknesses, and characteristics of FHKSC as perceived by the 1972 senior class. In particular, the 90-items were evaluated regarding: background; plans; the institutions' services; the academic programs; the psychological climate; the campus characteristics; finances; adequancy of programs; and personal satisfaction. Fort Hays Kansas State College seniors gave more positive ratings to: housing accommodations, health services and the library holdings than did seniors at the other institutions. In evaluating institutional characteristics, FHKSC seniors described their personal environment as "friendly," with students having a significant voice in policymaking. In regard to the "academic" environment, respondents described their environment as "conforming," with highly "competent" faculty. (Author)

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FORT HAYS KANSAS STATE COLLEGE AND OTHER REGENTS' INSTITUTIONS: A COMPARISON OF THE PERCEPTIONS OF SENIOR STUDENTS

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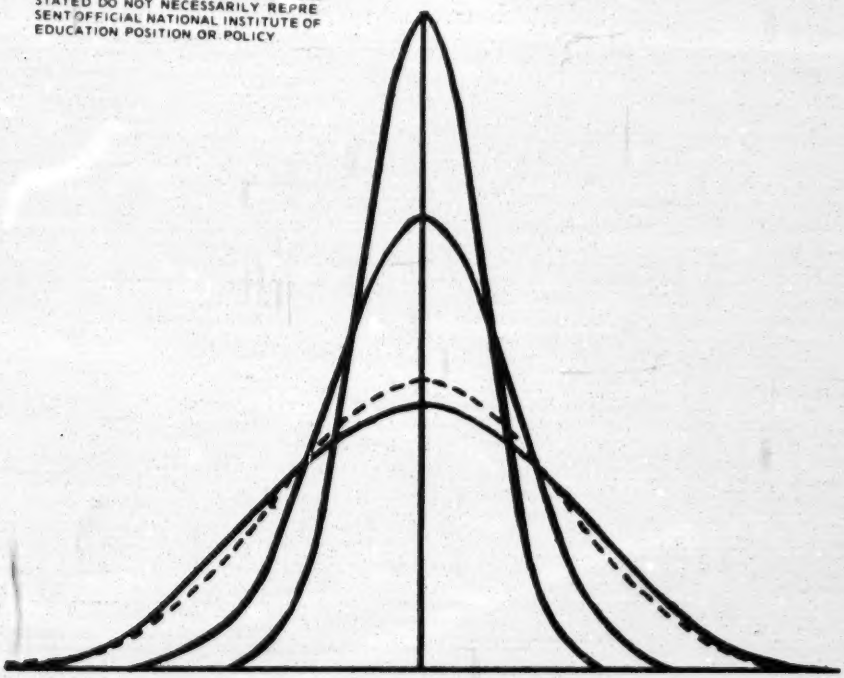

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July 1974

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This survey instrument was prepared and designed by the Kansas State Master Planning Commission under the direction of Dr. Kenneth E. Anderson. Special thanks are owed to Dr. Anderson for sharing his Master Planning Report Number 4 (An Appraisal of the Quality of Education Received by the 1972 Seniors at the Six Colleges and Universities Under the Kansas Board of Regents) with us. Also, our thanks are extended to Dr. Donald P. Hoyt for sharing his Kansas State University Research Report Number 23 with us. Finally, the cooperation of all the 1972 seniors who took the time to complete the survey is acknowledged.

ABSTRACT

A 10 percent random sample of the 1972 senior class was requested to respond to an eleven-page, 90-item questionnaire concerning their educational experiences at the six state Regents' institutions. Replies were received from 62.5 percent of Fort Hays Kansas State College (FHKSC) seniors and 58.0 from other five institutions. The data were used to compare FHKSC to the other Regents' institutions, and to develop inferences concerning the strengths, weaknesses, and characteristics of FHKSC as perceived by the 1972 senior class.

In particular, the ninety items were evaluated regarding: background; plans; the institutions' services; the academic programs; the psychological climate; the campus characteristics; finances; adequacy of programs; and personal satisfaction. Fort Hays Kansas State College seniors gave more positive ratings to: housing accomodations, health services and the library holdings than did seniors at the other institutions. In evaluating institutional characteristics, FHKSC seniors described their personal environment as "friendly," with students having a significant voice in policy making. In regard to the academic environment, respondents described their environment as "conforming," with highly "competent" faculty. Implications for improving educational programs and services at FHKSC were also evaluated. The design of the instrument placed some severe limitations on the analysis.*

*See Appendix A.

FORT HAYS KANSAS STATE COLLEGE AND OTHER REGENTS' INSTITUTIONS: A COMPARISON OF THE PERCEPTIONS OF SENIOR STUDENTS

PROBLEM

Freshmen and alumni are frequently asked their perceptions of the college which they have recently entered or left. However, seniors are often neglected by educational researchers except when a standard test is administered to all seniors prior to graduation, e.g., the Graduate Record Examination. It would appear that a potentially valuable resource is not generally being utilized. With the move toward performance based evaluations, perhaps more questions will be asked of seniors concerning their educational experiences.

With the trend toward greater accountability by several publics, colleges and universities must be more knowledgeable about their consumers--students. While some in the academic community reject the concept of accountability as it is employed in business, industrial, or military models; accountability cannot be rejected based upon the difficulty of measuring the quality of the product turned out.

With the trend of decreasing enrollments it can be assumed that there will be increased concentration on the recruitment and retention of students by most colleges. It has been documented that friends, peer groups, and the general student culture have an impact upon students (Chickering, 1969). Much of this impact comes from senior students. Consequently, the perceptions of seniors about their college experiences become increasingly important.

The Kansas Master Planning Commission in April 1972 mailed a questionnaire to a sample of the senior class at each of the six Regents' institutions.* This report compares the findings for Fort Hays Kansas State College (FHKSC) with those for the other five Regents' institutions.

Sample

A random sample of 10 percent of the 1972 senior class (provided by this office) received a mail request to complete and return an eleven-page, 90-item questionnaire to the Master Planning Commission in the self-addressed, stamped envelope provided. The percent responding ranged from 51.6 percent at the University of Kansas to 67.8 percent at Kansas State University. Fort Hays Kansas State College had a 62.5 percent response which was slightly better than the overall return rate of 58.0 percent. A total of 673 seniors responded to the instrument including 70 from FHKSC.

Instrument

The questionnaire contained several different types of items as indicated below:

1. Background (14 questions on demographic, parental, and educational experience)
2. Plans (8 items concerning plans after graduation)
3. Evaluation of services (10 items on the adequacy of student personnel services)
4. Evaluation of academic program (9 questions concerning major, electives, general education, and library facilities)
5. Evaluation of psychological climate or atmosphere (8 items involving personal growth and development)
6. Campus characteristics (8 items on student perceptions of the campus community)

*See Appendix A.

7. Finances (13 questions on sources of income)
8. Adequacy of program (17 items involving the preparation of a graduate)
9. Personal satisfaction (3 items concerning satisfaction with community, academic, achievement, and teaching assistants)

This report examines all nine categories.

Procedure

Using data supplied by the Master Planning Commission, composite results for the other five Regents' institutions were obtained by subtracting FHKSC figures from the results for all six schools. Percentages for each group were computed and compared using the z test for quantitative items (Ferguson, 1966). For the remaining items which were generally qualitative, means, standard deviations, and student's "t" tests were computed. Responses such as "No opinion" or "I have too little experience to make a judgment" were not included in these computations.

RESULTS

Background

Of the fourteen questions concerning the student's background, responses to five of the questions showed a significant difference between the responses of FHKSC seniors and seniors at the other institutions. Fort Hays Kansas State College has a greater native student population than do the other institutions (91.4 percent versus 78.6 percent). Likewise, FHKSC students tended to come from smaller high schools (graduating class of under 100) when compared to the other seniors (61.4 percent versus 30.5 percent). Six percent of all of the seniors had been in a high school graduating class of 1,000+ but none of the FHKSC seniors had been in a graduating class that large.

For some of the demographic items, scales were established to measure the responses. In each case, a mean and standard deviation were computed, and a student's "t" test conducted to determine significant differences. In three cases the mean score for FHKSC seniors were significantly ($P \leq .05$) different from the other seniors. Fort Hays Kansas State College seniors who attended junior colleges were better satisfied with their preparation there than the other respondents (3.8 versus 3.3 when 3 = good and 4 = very good). Fort Hays Kansas State College seniors had a significantly shorter tenure at their college when compared to the other seniors at their respective institutions. Fort Hays seniors had a mean attendance of 4.9 semesters when compared to an overall mean of 6.5 semesters.

Concerning the highest level of formal education attained by the father, FHKSC seniors reported a larger percentage of their fathers were high school graduates (47.1 percent versus 26.6 percent). This reflects the lack of any densely populated "ghetto" area from which FHKSC draws its students. Although a larger percentage of non-Fort Hays seniors reported that their fathers had attained a college or an advanced degree, the difference was not significantly different. There was no significant difference in the educational level obtained by the mothers of the seniors.

Plans

Fewer FHKSC seniors indicated that they would go on to graduate school. (42.6 percent versus 50.4 percent); however, of those who wanted to further their education an overwhelming majority indicated they would attend a public state college, probably FHKSC (44.2 percent versus 9.7 percent). This difference was significant at the .05 level. More than 39

percent of the non-FHKSC seniors reported that a Bachelor or a Masters degree was the highest academic degree they intended to obtain. This compared to FHKSC seniors' intention of 48.5 percent for a bachelors degree and 46.9 percent for a masters degree. While 3 percent of the FHKSC seniors aspired to Ph.D. or Ed.D. degrees, no one in the sample intended to earn any professional degree, i.e., M.D., D.D.S., D.V.M., J.D., or B.D. While not statistically significant, this indicated that either the sample was skewed or that professional degrees had little or no attraction for FHKSC seniors.

Seniors from FHKSC definitely plan to remain and work in Kansas after graduation (86.4 percent versus 59.1 percent). In addition to being statistically significant at .05 level, this indicates a trend by FHKSC graduates to remain in their native state. More than 95 percent of the FHKSC respondents indicated that they would probably continue active learning on an independent basis; while 94.9 percent of the seniors at other state institutions so indicated. Of the FHKSC seniors, 58.1 percent indicated that they would probably accept civic responsibilities after graduation; while 54.3 percent of their counterparts responded affirmatively to this item. An overwhelming 97.6 percent of the FHKSC seniors indicated that they would be committed to achieving as much professional excellence as their talents permitted, as compared to 93.6 percent of the seniors at the other five institutions. Another 71.6 percent of those seniors representing the institutions other than FHKSC indicated that they would probably be involved in individual or group efforts to correct social injustices, as compared to the 79.1 percent of the FHKSC seniors who indicated that they would be involved in this area. These results are shown in Table 1.

TABLE 1

Percentage of Seniors Indicating They Probably Would or Would Not Engage in Selected Post-College Activities

	FHKSC		Other 5 Institutions		
	Probably	Probably Not	Probably	Probably Not	Sig Level
To work in Kansas	86.4	13.6	59.1	41.0	<.05
To accept civic responsibilities	58.1	41.9	54.3	45.7	NS
To continue active learning	95.4	4.7	94.9	5.1	NS
To achieve professional excellence	97.6	2.4	93.6	6.4	NS
To help correct social injustice	79.1	20.9	71.6	28.4	NS

The category "Probably" also includes those respondents indicating "Definitely;" the category "Probably Not" also includes those respondents indicating "Definitely Not."
*P $\leq$ .05
NS = No significant difference in mean ratings.

Seniors system-wide and at FHKSC plan to continue active learning on an independent basis and to continue achieving as much professional excellence as their talents will permit. While these may be rhetorical-type questions, the attainment of these goals should be personally rewarding as well as providing resources for the community. The lower ranking (but still a majority) of "accepting civic responsibilities" and "helping to correct social injustices" probably reflects more vocational and personal interests as contrasted to civic and/or social goals and aspirations.

Evaluation of Services

For 11 of the 13 services, ratings were made on a five-point scale, where: 1 = "very inferior;" 3 = "good;" and 5 = "superior." Ratings pertaining to library holdings (2 items) were evaluated on a three-point scale, where: 3 = "inadequate;" 2 = "adequate;" and 1 = "very adequate."

In general, seniors at the Regents' institutions favorably evaluated student services. Least satisfactory evaluations at FHKSC included those pertaining to: financial aid, counseling on both personal and academic problems, and convocation speaker programs. Especially positive ratings included those related to individual assistance with courses, intramural opportunities, and housing accomodations. Library holdings were rated as "adequate." Table 2 summarizes the senior ratings of student services at Regents' institutions.

Ratings by FHKSC seniors differed significantly from those seniors at the other Regents' institutions in regard to: financial aid, convocation speaker programs, and university housing. Although FHKSC senior ratings differed significantly from those ratings of their counterparts at the other five institutions, FHKSC seniors less favorably rated the financial aid services and convocation speaker programs. Fort Hays Kansas State College's university housing was rated significantly better than that available at the other five institutions.

TABLE 2

Means and Standard Deviations for Senior Ratings
Of Student Services

	GROUP				
	FHKSC		Other 5 Institutions		
	Mean	S.D.	Mean	S.D.	t
Counseling-Personal Problems (5)	2.89	.97	2.90	1.03	NS
Counseling-Academic Problems (5)	3.05	.96	3.03	1.00	NS
Extracurricular Life (5)	3.35	.86	3.51	.91	NS
Career Placement (5)	3.12	1.11	3.26	1.09	NS
Financial Aid (5)	2.96	1.21	3.37	1.01	-2.66*
Intramural Opportunities (5)	3.56	1.21	3.67	.88	NS
Convocation Speaker Program (5)	2.84	.77	3.72	.98	-6.84**
Institutional Food Services (5)	3.26	.92	3.05	.92	NS
University Housing (5)	3.59	.88	3.16	.87	3.08*
Health Services (5)	3.09	1.09	3.12	1.14	NS
Ind. Asst. with Courses (5)	3.38	1.01	3.31	.91	NS
Library Holdings-Major Field (3)	1.93	.71	1.91	.74	NS
Library Holdings-Gen. Educ. (3)	1.75	.71	1.77	.69	NS

*$P \leq .05$
**$P \leq .001$
NS = No significant difference in mean ratings.
The number in parenthesis after each item indicates whether a 3 or 5-point scale was used to evaluate the items.

Academic Program Evaluations

Seniors were requested to rate seven specific aspects of their academic program. One item asked whether the student had had at least one inspirational teacher who was recognized for excellence in his field. An overwhelming majority responded "Yes" -- 85.5% at FHKSC and 88.9% at the other five institutions.

The remaining six items were evaluated on the five-point scale described earlier (1 = very inferior; 3 = good; 5 = superior). Results for these items are shown in Table 3.

TABLE 3

Means and Standard Deviations for Senior Ratings Of Academic Programs

	GROUP				
	FHKSC		Other 5 Institutions		
	Mean	S.D.	Mean	S.D.	t
Number and dept of courses in major field	3.56	.94	3.62	1.02	NS
Quality of education in major field	3.66	.85	3.60	1.00	NS
General education (breadth of learning)	3.31	.71	3.43	.78	NS
Opportunity to pursue interests through electives	3.41	.94	3.23	.99	NS
Integration of courses and experiences	3.07	.73	3.26	.99	NS

NS = No significant difference in mean ratings.

All academic programs were rated as "good" or better by all respondents. The average score on the quality of education was 3.66, and on the number and depth of courses in the major field, the average was 3.56 at FHKSC. All other items averaged above (3.0) or "good." In descending order they are: opportunity to pursue interests through electives (3.41), general education (3.31), and integration of courses and experiences (3.07).

Ratings on academic programs by FHKSC seniors did not differ significantly from those given by seniors at the other five institutions.

Evaluation of Personal Growth and Development

Respondents were asked to judge their personal growth and development in regard to: basic academic background (7 items); liberal education (4 items); vocational development (3 items); and personal development (5 items). A "yes-no" response format was used to evaluate the question: "Do you feel the college or university has provided you with sufficient opportunities for cultural growth and development?" The question regarding how satisfied the student was with his academic achievement was evaluated by means of a four-point scale: 1 = thoroughly dissatisfied; 2 = more dissatisfied than satisfied; 3 = more satisfied than dissatisfied; 4 = thoroughly satisfied. All remaining items were evaluated according to a three-point scale: 3 = weak; 2 = adequate; 1 = strong.

On eleven of the seventeen items in which the three-point scale was used, the average FHKSC rating was better than "adequate" (less than or equal to 2.0). Ratings of less than or equal to 2.0 for the other five institutions were obtained on fifteen of the seventeen items employing the three-point scale. In general, seniors at all Regents' institutions rated their personal growth and development as at least "adequate."

Items regarding basic academic background at FHKSC received the lowest overall ratings (grand mean = 2.14); while seniors at the other Regents' institutions gave basic academic background items a higher overall rating of "adequate" (grand mean = 1.94). Items related to personal development had the highest overall averages, with FHKSC grand mean = 1.88, as compared to the other five institutions receiving grand mean = 1.83.

Significant differences were found for items regarding academic background. Seniors at the other five Regents' institutions rated their introduction to the natural sciences, their training in lab techniques, and their ability to understand and use math concepts, significantly more favorable than did FHKSC seniors.

Serious deficiencies in personal growth and development were not identified by respondents in regard to liberal education, vocational development, or personal development. These results are summarized in Table 4.

Institutional Environment

Respondents were requested to describe their institution in regard to: its academic environment (8 items), and its personal environment (6 items). Six of these items were evaluated by a three-point scale: 1 = quite descriptive; 2 = inbetween; 3 = not descriptive. For seven others, a four-point scale was used: 4 = definitely false; 3 = more false than true; 2 = more true than false; 1 = definitely true. The remaining item used the five-point scale: 1 = very inferior; 3 = good; 5 = superior.

Of the items rated on the three-point scale, "snobbish" was evaluated as the least descriptive, while "friendly" was rated most descriptive of the characteristics listed under personal or academic environment at FHKSC. Of the items on the four-point scale, the best rated characteristic of FHKSC was: "The faculty are highly competent in their fields."

Respondents representing the five other Regents' institutions evaluated their academic environment as more "intellectual" with more highly competent faculty than did FHKSC respondents. Fort Hays Kansas State College respondents rated their personal environment as more

TABLE 4

Means and Standard Deviations for Senior Ratings
Of Personal Growth and Development

TYPE OF DEVELOPMENT	GROUP: FHKSC Mean	FHKSC S.D.	Other 5 Institutions Mean	Other 5 Institutions S.D.	t
BASIC ACADEMIC BACKGROUND					
Broad experience in the humanities (3)	2.00	.63	2.00	.66	NS
Competence in communication arts (3)	2.10	.68	1.98	.64	NS
Introduction to natural science (3)	1.97	.62	1.70	.68	3.09*
Introduction to social science (3)	1.88	.66	1.87	.63	NS
Training in lab technique (3)	2.54	.64	2.06	.78	4.38**
Ability to understand and use math concepts (3)	2.32	.62	2.05	.76	2.68*
Satisfaction with academic achievement (4)	2.88	.69	2.89	.71	NS
LIBERAL EDUCATION					
Appreciation of esthetic aspects of life (3)	1.93	.67	1.96	.73	NS
Understanding role of science in creating, solving human problems (3)	2.06	.69	1.91	.71	NS
Understanding role of social science in creating, solving human problems (3)	1.95	.74	1.92	.69	NS
Opportunities for cultural growth (4)	77.14	Yes	81.41	Yes	NS
VOCATIONAL DEVELOPMENT					
Theoretical, factual preparation for work (3)	2.08	.62	1.91	.70	NS
Vocational skills, competencies (3)	1.95	.68	1.98	.73	NS
Sense of professional identification (3)	1.89	.74	1.90	.77	NS
PERSONAL DEVELOPMENT					
Motivation, ability to work independently (3)	1.83	.71	1.72	.70	NS
Self-understanding (3)	1.75	.66	1.78	.68	NS
Interpersonal competencies (3)	1.94	.61	1.89	.60	NS
Commitment to reducing social problems and injustices (3)	2.01	.65	1.97	.69	NS
Total development as an individual (3)	1.87	.68	1.81	.64	NS

*$p < .05$
**$p \leq .001$
NS = No significant difference in mean ratings.
The number in parenthesis after each item indicates whether a 3 or 4-point scale was used to evaluate the item.

"friendly," and with students having a more significant voice in setting policies than did their counterparts at the other five institutions. Fort Hays Kansas State College seniors also described their academic environment as more conforming than did seniors at the other institutions.

In general, the FHKSC personal environment was described as "friendly," and the academic environment as "conforming" with highly competent faculty members. Results are shown in Table 5.

TABLE 5

Means and Standard Deviations for Senior Ratings Of Institutional Characteristics

TYPE OF CHARACTERISTIC	GROUP FHKSC Mean	FHKSC S.D.	GROUP Other 5 Institutions Mean	Other 5 Institutions S.D.	t
ACADEMIC ENVIRONMENT					
1. Intellectual (3)	2.13	.59	1.92	.61	2.705*
2. Practical-Realistic (3)	1.66	.67	1.70	.66	NS
3. Conforming (3)	1.58	.60	1.79	.66	-2.518*
4. Much pressure for high grades (4)	1.47	.50	1.51	.03	NS
5. Informal classes (4)	1.38	.49	1.37	.48	NS
6. Faculty highly competent (4)	1.24	.43	1.15	.35	2.078*
7. Teaching is low priority among faculty (4)	1.73	.45	1.77	.42	NS
8. Students "rap" frequently about courses (4)	1.41	.49	1.38	.49	NS
PERSONAL ENVIRONMENT					
1. Snobbish (3)	2.74	.47	2.57	.63	2.268*
2. Social (3)	1.76	.62	1.77	.63	NS
3. Friendly (3)	1.27	.48	1.60	.60	-4.481**
4. Apathetic (4)	1.33	.47	1.42	.49	NS
5. Students have voice in setting policies (4)	1.41	.49	1.54	.49	-2.05*
6. Townspeople friendly and considerate (5)	2.54	1.24	3.15	1.21	-3.95**

*$p \leq .05$
**$p \leq .001$
NS = No significant difference
The number in parenthesis after each item indicates whether a 3, 4, or 5-point scale was employed to evaluate that given item.

DISCUSSION

Limitations

This study has a number of limitations. In using a questionnaire to evaluate both the efficiency and influence of services, it must be noted that those students responding may not have expressed views similar to those students who did not respond. Also, all questionnaire surveys suffer from inherent limitations imposed by the ability and willingness of respondents to respond and to provide valid and honest replies. Further limitations include the failure of both the inquirer and the respondent to attach similar meanings to the questions asked. The small size of the sample also limits the study in that the views expressed by this sample may not be representative of the entire population

Additional limitations include the poor design of the survey. Survey items were not consistently scaled throughout the questionnaire. This inconsistency yields confusion to both respondent and interpreter, since on different items scales for the first alternative begin with: "1 = very inferior," or "1 = very adequate," etc. Also scales within sections often varied from 1-3 and 1-5 alternatives per item. Thus, within a given section of the questionnaire there may be two contradictory scales plus a varied number of alternatives for the items within that section.

Further limitations include the failure of the instrument to group items into sections on the questionnaire itself. For example, items comprising the sections student services or academic programs were not grouped together, but rather placed disjointly throughout the survey.

Finally, full scale evaluation of an institution, its academic programs, its personnel, and its offices would require more extensive information from a variety of sources; e.g., educational consultants and objective descriptions of facilities and personnel.

Conclusions

Within the limits imposed by the above considerations, the following conclusions appear warranted:

Background

Fort Hays Kansas State College has a greater native student population, comprised of students from smaller high school graduating classes. Furthermore, FHKSC seniors who attended junior colleges were better satisfied with their preparation there than the other respondents. Also, FHKSC seniors had a mean attendance of 4.9 semesters as compared to their colleagues overall mean of 6.5 semesters in attendance.

Plans

Forty-seven percent of FHKSC seniors indicated they would pursue a masters degree, while 3 percent aspired to the Ph.D. or Ed.D. degrees. Seniors from FHKSC definitely plan to remain and work in Kansas after graduation. More than 95 percent of these respondents also indicated that they would continue active learning on an independent basis. Also, more than half the FHKSC respondents indicated that they would probably accept civic responsibilities, while over 97 percent indicated they would be committed to achieving as much professional excellence as their talents permitted.

Evaluation of Services

In general seniors at all Regents' institutions favorably evaluated student services. Especially positive evaluations of FHKSC services included those related to: individual assistance with courses, intramural opportunities, and housing accomodations. Least satisfactory evaluations at FHKSC included those pertaining to: financial aid, counseling both personal and academic problems, and convocation speaker programs.

Academic Program Evaluation

All academic programs were rated as at least "good" or better by all respondents.

Evaluation of Personal Growth and Development

In general, seniors at all Regents' institutions rated their personal growth and development as at least "adequate." Items regarding basic academic background at FHKSC received less satisfactory ratings than the categories of liberal education, vocational development, or personal development. Items related to personal development had the highest overall ratings of better than adequate. Serious deficiencies in personal growth and development were not identified in regard to liberal education, vocational development, or personal development.

Institutional Environment

The FHKSC personal environment was described as "friendly" and the academic environment as "conforming" with highly competent faculty members.

Implications

This study has several implications which are worth noting. With the emphasis on greater accountability in higher education, and the heightened concern with decreasing enrollments, it appears worthwhile to monitor seniors' perceptions of FHKSC, and to compare these perceptions to those of seniors at other state supported institutions. From the analysis of data, it is easily determined that FHKSC scored lower (not necessarily significantly lower) than its sister institutions on many items. Although the significant deficiencies were few, there were many marginal, less favorable ratings of FHKSC services, programs, etc. For example, FHKSC seniors rated their experience in the humanities, competence in communication arts, introduction to both the natural and social sciences, training in lab techniques, and their ability to understand and use mathematical concepts less favorably than their peers at the other state institutions. This suggests that the basic academic background provided at FHKSC is not as strong as the students would have preferred.

The 1972 FHKSC seniors did not rate many of this institution's services and programs, significantly more favorably than the services and programs at the other state supported institutions. This suggests that perhaps a re-evaluation of the institution's goals and purposes is necessary. If FHKSC is not providing the types of educational experiences which are desired by its students, perhaps new or different emphasis and approaches are needed in accomplishing the mission of the institution.

Repetition of this study in 1974 would benefit FHKSC in highlighting trends in students' perceptions of the institutions, or the development of new factors influencing these perceptions. Repetition would also afford the opportunity to determine whether or not the perceptions of the 1972

seniors agree with later senior classes.

It is hoped that the information provided in this study will prove useful to the FHKSC community in evaluation of its programs, services, and student needs, especially in regard to those strengths and weaknesses noted by the 1972 seniors. It is also hoped that the data provided by this study will provide a basis for critical review and modification of the educational experiences at FHKSC.

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APPENDIX A

INQUIRY TO SENIORS ATTENDING THE SIX KANSAS COLLEGES AND UNIVERSITIES UNDER THE BOARD OF REGENTS AND WASHBURN UNIVERSITY OF TOPEKA

Dear Senior:

The State of Kansas is conducting a comprehensive study of higher education and needs your participation and cooperation. The questionnaire is part of the study and it should take only about twenty minutes of your time. Please complete the questionnaire and mail it in the enclosed stamped envelope.

Directions:

The questionnaire has been designed in such a way that you help us in coding your answers.

Below most of the questions there are code numbers. When you have made your choice, enter the corresponding number in the space to the right. Thus, if you are a female student, your answer to question 1 "What is your sex?" will be:

1 - Male
2 - Female _2_ 1.

Disregard the numbers to the right of the spaces. They only indicate the column in which your code symbol will be punched.

Your replies to the questions will be held in strictest confidence. Only your college or university officials and the research team will see your replies. By answering the questions honestly and correctly you will give us information which will be most useful in completing an important study of higher education in Kansas.

The original instrument gathered responses from seniors attending the six Kansas Colleges and Universities under the Board of Regents and Washburn University of Topeka. However the results of the present study have been compiled and analyzed only in regard to the responses of the 1972 seniors at FHKSC and the other five Regents' institutions.

QUESTIONS

1. What is your sex?
   1 - Male
   2 - Female ____ 1.

2. The college or university I am attending is:
   1 - Fort Hays Kansas State College (Hays)
   2 - Kansas State College of Pittsburg (Pittsburg)
   3 - Kansas State Teachers College (Emporia)
   4 - Kansas State University (Manhattan)
   5 - University of Kansas (Lawrence)
   6 - Wichita State University (Wichita)
   7 - Washburn University of Topeka ____ 2.

3. Did you graduate from a Kansas high school?
   1 - Yes
   2 - No ____ 3.

4. Regardless of your answer to question 3, how many students were in your high school graduating class?
   1 - Under 100
   2 - 100 - 199
   3 - 200 - 499
   4 - 500 - 999
   5 - 1,000 and over ____ 4.

5. Where did you receive your most recent formal educational experience prior to your enrollment in this college or university?
   1 - High school
   2 - A junior college
   3 - A four-year college or university
   4 - Some other training school
   5 - Military training ____ 5.

6. Did you attend a Kansas Community Junior College before entering this college or university?
   1 - Yes
   2 - No ____ 6.

7. If your answer to question 6 was yes, did you receive an associate of arts or similar two-year degree?
   1 - Yes
   2 - No ____ 7.

8. If you attended a junior college, how would you rate the educational opportunities it offered in regard to preparation for work at this college or university?
   1 - Very inferior
   2 - Inferior
   3 - Good
   4 - Very good
   5 - Superior ____ 8.

9. How many semesters have you attended this college or university?
   1 - One semester
   2 - Two semesters
   3 - Three semesters
   4 - Four semesters
   5 - Five semesters
   6 - Six semesters
   7 - Seven semesters
   8 - Eight semesters ____ 9.

10. How old were you on September 1, 1971?
   1 - 20 or less
   2 - 21
   3 - 22
   4 - 23
   5 - 24
   6 - 25
   7 - 26 - 30
   8 - 31 or older ____10.

11. What is the highest level of formal education attained by your father?
   1 - Junior high or less
   2 - Some high school
   3 - High school graduate
   4 - Some college
   5 - College degree
   6 - Postgraduate degree ____11.

12. What is the highest level of formal education attained by your mother?
   (Use the same code as in 11) ____12.

13. What is your best estimate of the total income of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.

1 - Under $6,000
2 - $ 6,000 - $ 7,999
3 - $ 8,000 - $ 9,999
4 - $10,000 - $14,999
5 - $15,000 - $19,999
6 - $20,000 - $24,999
7 - $25,000 - $29,999
8 - $30,000 or more
9 - I consider this information confidential ____13.

14. What is your average grade in college or university work thus far?

1 - A or A+
2 - A-
3 - B+
4 - B
5 - B-
6 - C+
7 - C
8 - D
9 - I consider this information confidential ____14.

15. After you complete your work in this college or university, do you intend to continue your education at the graduate level?

1 - Yes
2 - No ____15.

16. If your answer to question 15 was <u>yes</u>, what kind of school will you attend?

1 - Public state college
2 - Public state university
3 - Private college
4 - Private university
5 - Undecided ____16.

17. What is the highest academic degree you intend to obtain?

1 - None
2 - Associate of Arts (or equivalent)
3 - Bachelor's degree (B.A., B.S., etc.)
4 - Master's degree (M.A., M.S., etc.)
5 - Doctor of Philosophy or Doctor of Education
6 - Doctor of Medicine, Doctor of Dental Surgery, or Doctor of Veterinary Medicine
7 - Bachelor of Law, Doctor of Law, or Doctor of Jurisprudence
8 - Bachelor of Divinity
9 - Other

____17.

If your answer to question 15 was no, answer items 18 to 22 using the following code:

1 - Definitely
2 - Probably
3 - Probably not
4 - Definitely not

18. Do you plan to work in Kansas after graduation? ____18.

19. After graduation, do you plan to be involved in community service, local government, or other kinds of civic leadership or responsibilities? ____19.

20. After graduation, is it your intention to continue active learning on an independent basis? ____20.

21. After graduation and as you move into the world of work, will you be committed to achieving as much professional excellence as your talents will permit? ____21.

22. After graduation and as you move into a community, will you be involved in individual or group efforts to correct social injustices? ____22.

Rate your college or university on items 23 to 38 using the following code:

1 - Very inferior
2 - Inferior
3 - Good
4 - Very good
5 - Superior
6 - I have had too little experience to make a judgment

23. Counseling opportunities with regard to problems of a personal nature. ____23.

24. Counseling opportunities with regard to academic problems. ____24.

25. Extra-curricular life offered by the institution. ____25.

26. Career placement services. ____26.

27. Financial aid services. ____27.

28. Intramural opportunities. ____28.

29. Convocation-speaker programs. ____29.

30. Food services provided by the institution. ____30.

31. Accommodations if you live in a college or university supervised living quarters. ____31.

32. Provisions with regard to health services. ____32.

33. Your major area of study in terms of the number of courses offered or depth of study available. ____33.

34. Your major area of study in terms of the quality of education offered. ____34.

35. General education (breadth of learning as opposed to your major area of concentration or study). ____35.

36. Opportunities to take electives of personal interest or value. ____36.

37. Opportunity to receive individual assistance with a course. ____37.

38. Degree to which learning was integrated (content of various courses and experiences related to each other). ____38.

Answer items 39 and 40 using the following code:

1 - Very adequate
2 - Adequate
3 - Inadequate

39. How would you rate the library holdings for study in your major? ____39.

40. How would you rate the library holdings for study in general education? ____40.

To what extent do you think each of the following describes the psychological climate or atmosphere at your college or university? Use the following code for items 41 - 47:

1 - Quite descriptive
2 - In between
3 - Not descriptive

41. Intellectual ____41.

42. Snobbish ____42.

43. Social ____43.

44. Practical or realistic ____44.

45. Friendly ____45.

46. Conforming ____46.

47. Dedicated ____47.

Answer items 48 to 54 as you think it applies to your college or university. Use the following code:

1 - Definitely true
2 - More true than false
3 - More false than true
4 - Definitely false

48. The students are under a great deal of pressure to get high grades. ____48.

49. The student body is apathetic and has little "school spirit." ____49.

50. Classes are usually run in a very informal manner. ___50.

51. The faculty are highly competent in their fields. ___51.

52. Teaching is a low-priority item among faculty. ___52.

53. There are frequent "rap sessions" among students about the content of courses. ___53.

54. Students have no important voice in setting policies which directly affect them. ___54.

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55. Did you have any concern about your ability to finance your college or university education?
    1 - None
    2 - Some concern
    3 - Major concern ___55.

Indicate the contribution of each of the following sources to your expenses for the total time you attended this college or university. Use the following code for items 56 - 65:
    1 - Major source
    2 - Minor source
    3 - Not a source

56. Parental or family aid ___56.

57. Repayable loans ___57.

58. Scholarships, grants, gifts ___58.

59. Work during school year ___59.

60. Summer work ___60.

61. Personal savings ___61.

62. Spouse's earnings ___62.

63. Veteran's Administration ___63.

64. Tuition exemption ___64.

65. Other ___65.

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66. How satisfied have you been with your academic achievement in this college or university?
    1 - Thoroughly dissatisfied
    2 - More dissatisfied than satisfied
    3 - More satisfied than dissatisfied
    4 - Thoroughly satisfied ____66.

67. Do you feel that the college or university and its program has provided you with sufficient opportunities for cultural growth and development?
    1 - Yes
    2 - No ____67.

Which category best describes the preparation you received as a result of your education at your college or university in each of the following areas. Use the following code for items 68 - 84:
    1 - Strong
    2 - Adequate
    3 - Weak
    4 - No opinion

68. A broad experience in the humanities. ____68.

69. Competence in the arts of communication. ____69.

70. Introduction to natural science. ____70.

71. Introduction to social science. ____71.

72. Training in laboratory technique. ____72.

73. Ability to understand and use mathematical concepts. ____73.

74. An awareness of and appreciation for the aesthetic aspects of life. ____74.

75. Motivation and ability to work independently. ____75.

76. Total development as an individual. ____76.

77. Understanding the role that sciences play in creating and solving human problems. ____77.

78. Understanding the role that social sciences play in creating and solving human problems. ____78.

79. Gaining a theoretical and factual background as preparation for the world of work. ____79.

80. Developing skills and competencies which are needed to perform specific jobs. ____80.

81. Developing a sense of professional identification (membership in some professional or occupational group). ____81.

82. Understanding yourself (abilities, interests, values, personality characteristics, goals). ____82.

83. Developing interpersonal competencies. ____83.

84. Developing a personal sense of responsibility for reducing social problems or injustices. ____84.

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85. Do you feel that the State of Kansas should provide more state aid to support your college or university?
    1 - Yes
    2 - No ____85.

86. If your answer to question 85 was yes, should aid be given by some formula which takes into account the proportion of Kansans of the total enrolled in your college or university?
    1 - Yes
    2 - No ____86.

87. Should the State of Kansas provide special funds to reduce student fees for Kansas residents who can demonstrate financial need?
    1 - Yes
    2 - No ____87.

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88. Do you feel that you have had an inspirational teacher in this college or university who was a recognized teacher of excellence in his or her field?
    1 - Yes
    2 - No ____88.

89. How would you rate the town and its people (in which your college or university is located) as to friendliness and consideration of students' needs?
    1 - Considerably below average
    2 - Somewhat below average
    3 - Average
    4 - Somewhat above average
    5 - Considerably above average ____89.

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90. If you took your first or second year at this college or university, teaching assistants probably taught some of your courses. How would you rate them in comparison to regular staff members?
    1 - Very inferior
    2 - Inferior
    3 - Good
    4 - Very good
    5 - Superior
    6 - As far as I know, I never had a teaching assistant for an instructor ____90.

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